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| Language Cue or Convention | Compose and Create  When speaking, writing, or using other forms of representing, grade 1 students: | Compose and Create  When speaking, writing, or using other forms of representing, grade 2 students: | Compose and Create  When speaking, writing, or using other forms of representing, grade 3 students: | | | Compose and Create  When speaking, writing, or using other forms of representing, Grade 4 students: | | | | | Compose and Create  When speaking, writing, or using other forms of representing, Grade 5 students: | | | | Page 1 |
| **Pragmatic**  Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices. | Use common social greetings and expressions (e.g., “Thank you”); use language appropriate to situation | Consider what and why something needs to be communicated | Identify and think about purpose and audience. | Think about and identify intended purpose and audience for communication. | | | | Demonstrate an awareness of audience and use level of language (register) appropriate to purpose and intended audience; adjust tone to situation. | | | |
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| **Textual**  Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text. | Create simple stories of several sentences; organize main idea with two or more related details. | Consider, with guidance, what would be the best form (e.g., story, dramatization, letter) to use; present ideas in a logical sequence; develop ideas by adding details. | Identify, with guidance, text form (e.g., poem in stanzas), basic elements of text (e.g., size of font), and basic techniques (e.g., close-up) that will help convey the message; organize ideas before speaking, writing, or using other forms of representing; use familiar patterns to present ideas (e.g., description, sequence, comparison, cause and effect, problem-solution). | | Identify and explain text forms and medium chosen; understand structure of paragraphs; organize ideas in logical and cohesive paragraphs; use common connecting words to link ideas in a paragraph (e.g., first, next, finally); use effective openings and closings in presentations and compositions. | | | | Use knowledge of forms, characteristics, and organizational patterns of texts to communicate ideas in a clear and logical manner; use paragraphs proficiently. | | | | |
| **Syntactic**  Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects). | Use and write simple complete sentences often with six or more words (in speech, 6.8; in writing, 6.0 by June); understand and use conventions of a sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement). | Use and write complete sentences (in speech, 7.3; in writing, 7 words) with adequate detail; recognize the verb and the subject; use simple connecting words (e.g., and, so, but, then); use a variety of sentence types (e.g., statements, questions, exclamations); use adjectives and adverbs for description; use negative correctly; use capitals at the start of sentences and with names, months, and places; use question mark and comma correctly. | Use, write, and punctuate (including using the comma) complete sentences (7.6 words in speech; 7.5 words in writing); use correct subject-verb agreement; use verbs, adjectives, and adverbs correctly; use connecting words and phrases (e.g., in the morning, so, but, finally); capitalize names, books, and places; use commas in dates, locations, addresses, and series. | | | | Formulate complete sentences of varied lengths (average length in speech, 9 words; average length in writing, 8 words); use simple and compound sentences and a variety of sentence types correctly and appropriately (e.g., questions, exclamations); use verb tense correctly and appropriately (e.g., past, present, and future); use quotation marks for direct speech. | | | Use simple, compound, and complex sentences; vary sentence length and structure for effect (average length in speech, 9 words; average length in writing 8.7 words); use subject-verb and noun-pronoun agreement correctly. | | |

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| **Semantic/Lexical/Morphological**  The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes. | Choose and use words to add interest or to clarify; use conventional spellings of high-frequency words; recognize the difference between invented and conventional Canadian spelling; form correctly the plural of single-syllable words (e.g., dog/dogs); use capitals for the pronoun I, names, days of the week, and months; spell name and high-frequency words such as are, and, I, from, was, that, the, they, with, you, .... | Use words explored in class; choose and use descriptive words to enhance communication (including verbs, nouns, and adjectives with prompting); notice unusual or special use of words (e.g., alliteration, onomatopoeia); substitute one word for another in a meaningful way (e.g., building for house); use predominately conventional spelling; spell common high-frequency words in daily writing; begin to use resources (e.g., personal dictionary, word wall) to confirm spelling; spell correctly their village, town, or city name, days of the week, and words such as stop, shop, drop, saw, see, …. | Choose and use descriptive words; use compound words and contractions correctly; use irregular plurals correctly (e.g., children); use the apostrophe in common contractions; spell correctly easy multi-syllable words and common high-frequency words; use Canadian spelling of words; use a variety of sources (e.g., word lists, computer, dictionary) to check the spelling of unfamiliar words; spell correctly Saskatchewan, months of the year, and words such as anywhere, always, already, any, anything, …. | | Choose words that are interesting and appropriate for their purpose (e.g., to describe vividly); use synonyms and antonyms; use apostrophe to indicate possession; use a dictionary and thesaurus to expand vocabulary; identify misspelled words and use resources (e.g., dictionary) to correct; spell correctly Canada, and words such as states, plate, brake, coach, cousin, hello, still, …. | Select and use words to create specific effects; use precise and descriptive words; use new words from viewing, listening, and reading in speaking, writing, and other forms of representing; use, appropriately, specialized terms in different subject areas; use a variety of resources to confirm spelling; use a thesaurus; spell correctly the provinces and capitals, and words such as catch, matches, strength, scratch, length, …. |

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| **Phonological/Graphophonic**  Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns. | Use phonics (including letter/sound relationships and patterns in words) to spell unfamiliar words; sound out (elongating) and represent all substantial sounds in spelling a word; use a mixture of conventional and temporary spelling for three- and four-letter short vowel words. | Use phonics to spell more difficult words (e.g., words ending in “ing”; words with more than one syllable); use long and short vowel patterns; use “es” to form plural of certain words; understand that the same sound may be represented by different spellings (e.g., find, phone). | Divide words into syllables; use long and short vowel patterns; use phonics and memorized spelling rules (e.g., stop/stopped) to increase accuracy in spelling; use abbreviations to spell frequently used words (e.g., Mr.). | Use phonics and knowledge of word structure and meaning to spell words correctly; spell common high-frequency words correctly using Canadian spelling. | | Use clear and correct pronunciation and enunciation to communicate and to figure out spelling of words; select and use a variety of spelling strategies including sound. | |
| **Other Cues and Conventions**  Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting. | Use simple gestures, volume, and tone of voice to communicate ideas and needs; hold pencils, crayons, and markers with a comfortable and correct grip; use correct letter and number formation (capitals and small letters); leave spaces between words; use pictures, charts, graphs, and physical movement to show what is learned. | Use gestures, volume, and tone of voice to communicate ideas and needs; speak and read aloud in clear voice with appropriate volume, pace, and expression; print legibly and space letters, numbers, words, and sentences appropriately using an efficient pencil grip. | Use appropriate tone of voice, volume, gestures, and stance when speaking or reading aloud; use pauses effectively for emphasis; form letters and numbers correctly and with ease in cursive writing. | | Use appropriate tone of voice and gestures in social activities; read aloud in a clear voice with appropriate volume, pace, and expression; write legibly using correct letter formation and joining in cursive writing. | | Use appropriate gestures, eye contact, and facial expressions; use, accurately, graphs, diagrams, and captions; write legibly using correct letter formation and joining in cursive writing. | |